

the
AMERICAN TEACHER

magazine

OCTOBER, 1956

EDUCATION
for LIVING

WHY I JOINED
THE A.F. OF T.

HOW LABOR UNIONS
HELP TEACHERS

BARGAINING
vs. BEGGING



Opinion of Others

THE AGE of discovery, or rediscovery, to be more precise, is certainly not over. On the educational scene one finds, if he has the patience to wait long enough, that old chestnuts don new guises and before long a school system can again be involved in something considerably more dangerous than the preceding

From the Dearborn, Mich. Teacher mixed metaphor. Observers of education in Dearborn should have realized that it was only a matter of time before someone rediscovered that "logical solution" to a financial dilemma in education, namely tying the salary schedule to a merit-rating system for teachers. After all, it has been years since we last passed through that same discovery and with high hopes listened to long explanations of the theory. Come to think of it, the theory is still good. But in practice? Some Dearborn teachers still bear the scars!

Theoretically a merit system is designed to reward the conscientious teacher and penalize the not-so-conscientious. But in practice many unsolvable problems arise.

The first question encountered is: On what do we base the merit? The results that a teacher produces would seem a logical choice until we realize that there is no valid instrument for measuring all the important results that a teacher strives to achieve. Just how does one go about checking on the change in a student's values as a result of reading good literature or analyzing a social problem? Yet the stress in education today is upon values.

If the number of post-graduate courses the teacher takes is to be the measuring rod, certainly someone must decide which of the many controversial classes would be credited. And while that lengthy and all-too-subjective process is going on, someone is bound to discover that salary differentials for added degrees are already a part of the salary schedule. Hence, the problem has already been solved.

Or perhaps a teacher's efficiency should become the basis. After all, a teacher has many records to keep and a multitude of reports to make . . . And thus the reward would go to clerical talents while the creative teacher with the spark of inspiration, but who happens to be less apt at clerical work would be missed.

Now let's face the plain facts. Educational literature and educational practices have failed to produce a really objective system of merit-rating. A new attempt without the objective system needed would of necessity result in the same evils as the old attempt.

When Dearborn was in the throes of such a system before, teacher morale was at an all-time low while apple-polishing was at an all-time high. No consistency of rating throughout the system was even remotely observable. Some principals' records revealed a school full of *A* teachers while others' revealed not a one. It all depended on the principal's point of view. There

was little room for real cooperation between teacher and principal. How honest could a teacher be, in a sincere difference of opinion with a principal, when the boss could wield such a silencing financial weapon?



A MILITANT movement that could have far-reaching effects on the teaching profession was started (at its Fortieth Anniversary convention) by the *American Federation of Teachers*. This organization of

From the New York Times classroom teachers, affiliated with the American Federation of Labor and Congress of Industrial Organizations, more or less threw down the gauntlet to the nation's school boards and said, in effect, "We want, and we are determined to have, collective bargaining."

It was not too long ago that classroom teachers hesitated to mention the term "collective bargaining" within earshot of their administrators or supervisors because it was believed to carry with it an insidious connotation of labor-management disputes and strikes. Apparently times have changed and there is no such squeamishness among the federation's 50,000 members . . .

Among the collective bargaining contracts now in force is one in the Proviso Township high school, Cook County, Ill., where the (*A.F. of T.*) Local is the agent. An indication of the scope and operation of the contract is seen in the following section:

All disputes between the Board of Education and the union shall be considered and, if possible, decided with all expedition in conference between the representatives designated and authorized by the board and the union.

Disputes between the union and the board growing out of grievances shall be handled in the following manner: A) in conference with the school superintendent; B) but failing to reach an adjustment in this manner it shall be the duty of the designated representative of the board and the union within five days after such dispute to specify in writing to the board and the superintendent a time and place at which such conference shall be held; provided that the time and place shall be no less than five days or more than twenty days from receipt of such notice.

Such a contract precludes procrastination and gives both sides a chance to settle problems with the least amount of wasted time and red tape.—*Gene Curran, assistant education editor.*

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The President's Page

By Carl J. Megel

Presidents of Internationals of the AFL-CIO meeting in Chicago, Sept 12, endorsed Adlai Stevenson for president and Estes Kefauver for vice-president.

OUR FOREFATHERS came to this country principally for three reasons—they wanted to be free human beings; they wanted to worship God as they pleased; and they wanted the right to educate their children. Stories relating their struggles for these three objectives are endless. Out of the caldron of their burning ambitions came a new nation. We are the inheritors of this precious legacy.

But the right to be free, to worship as you please and to educate your children are under constant attack. If we are to maintain these rights and privileges, it becomes our sacred duty to fight as did our ancestors to maintain and to extend these advantages for our posterity.

As union teachers we can make tremendous contributions by active participation in this campaign. More human blood has been spilled to establish the right of suffrage than for any other privilege. We can lose suffrage by default.

As union teachers we will want to vote. We will want to encourage all eligible voters to vote. This is the democratic process. But as teachers we have another responsibility. We must see to it that candidates who are committed to the improvement of America's schools are elected to office.

FEDERAL AID to education legislation becomes more vitally essential as each day brings an increased enrollment of boys and girls in our schools. We still have a shortage of 300,000 qualified teachers. Governor Stevenson, in a special message to the *A.F. of T.* convention in Pittsburgh, pledged support of Federal Aid for Education. Over a million boys and girls are attending schools by double shifts. In June, 1956 there were graduated only 228 teachers in the whole of the United States who were qualified to teach high school physics. Forty-seven percent of the high schools did not offer a course in physics last year. Twenty-three percent offered neither physics nor chemistry and 46% did not offer any foreign language. When we realize that there are 27,000 high schools in the United States, we begin to comprehend the enormity of our educational depletion.

IN THE LIGHT of the foregoing, the failure of the Congress of the United States to pass even an inadequate Federal aid bill is shameful, disgraceful and politically tragic. The defeat not only penalized America's children but it also represented a disgraceful surrender to an anti-



MR. MEGEL

Federal aid minority.

These minority groups, representatives for the most part of big business interests, cry to high heaven: "We must not have Federal aid because this will bring federal control". Yet these very groups received over 36 billion dollars of tax write-offs during the past six years.

It behoves every voter and every American interested in preserving our democracy and in maintaining our public school system, to carefully study the record of the men and women who are now campaigning for national office. A bulletin, *Box Score*, available at the AFL-CIO office in Washington gives the voting record on all issues and is available for the asking. *Be informed and vote.*

The *American Federation of Teachers* will vigorously promote federal aid for education legislation in the new Congress in January. In this project we will again have complete and wholehearted cooperation of the AFL-

CIO. In a statement to our convention in Pittsburgh, President Meany stated, and I quote: "We share your deep distress at the failure of the Congress to act in the area of greatest need in America—the field of public education . . .

" . . . the youth of America is our most precious resource. The need for an adequate education for all America's children can only be met by providing decent and safe school buildings and an adequate and well-paid teaching staff. . . . Be assured that the AFL-CIO will be fighting with renewed vigor for the achievement of these wholly desirable goals."

AL HAYES, president of the International Association of Machinists, recently told the *American Federation of Teachers*: "Your struggle to save our public school system from deterioration and decay, has the wholehearted and complete support of organized labor and the 900,000 members of the IAM. In every way open to us, we are supporting the fight for Federal aid not only for school construction but for teacher salaries, the health of our school population as well."

With this kind of unified support, and the combined efforts of each of us in the *A.F. of T.* to see that the proper representatives are elected to our national congress, we can obtain federal legislation which will give our country's children the kind of education needed to maintain American leadership and democracy.



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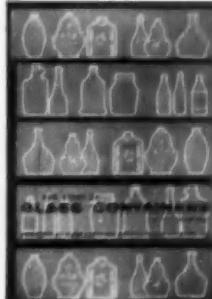
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The AMERICAN TEACHER magazine

Volume 41, Number 1



October, 1956

ON OUR COVER

TEACHER on our cover is Mrs. Eleanor Keats, member of Chicago Teachers Union, Local 1, and of the staff of Nicholas Senn high school Social Center, in which school she also heads the music department.

The Social Center is part of a city-wide after-school hours recreation program called the Lighted Schoolhouse, established in the schools by special referendum four years ago with the leadership and support of organized labor including the *Chicago Teachers Union*.

Purpose is to provide off-the-street recreation for Chicago's youth, as well as social and crafts activities for adults, including golden age's.

The referendum authorized a tax levy raising about \$1 million a year to finance the Social Centers which are directed by teachers under the supervision of the Social Center department of the board of education.

Young people have a voice in planning. Those in the photo are Dorothy Christman and Roland Krupp, Senn seniors, and student leaders in the Center which draws up to 500 young people each evening it is open.

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LEAT ME say that the time will come—I am not sure that I will live to see it—when the question will not be, *Why should I join the Teachers' Union?* It will be, *Why should I not, or why has not this person and that person done it?*

By The Late *person done it?*

Dr. John Dewey¹ The time will come when the principle of organization and co-operation and the recognition of common interests of all those who work in any way, whether mostly with their heads or

with their hands, or mostly with their voice, will be so clear that the explanations and the apologies and arguments will have to come from those who are not members of the Teachers' Union

I count it one of the satisfactions of my own teaching career, that I have had from the first, the opportunity to be a member of a Local of the *American Federation of Teachers* . . . May it (the *A.F. of T.*) continue to be steadfast in the great work in behalf of the schools of America.

PEOPLE join the *American Federation of Teachers*, as they do other things, for different reasons. In my own case two major considerations played a determining role in my original decision in the early nineteen-thirties —

By Dr. George D. Counts² considerations which have been validated by experience.

First, the organized working people have always been the staunchest and most dependable supporters of public education and the rights of teachers in the United States. Of necessity they have an exceptional stake in the public school. They are our natural friends.

Second, organized labor, more than any other element in the population, is leading the ancient struggle for human free-

¹Famed educator, writer, and professor of philosophy, Teachers College, Columbia University.

²Professor emeritus, Teachers College, Columbia University, and past-president, American Federation of Teachers.

October, 1956



Dr. Counts

dom and popular rule. As I look back over a quarter of a century I am convinced that this judgment is correct. The great growth of the labor movement has reversed the tendency toward a kind of industrial feudalism which was threatening to overwhelm our democracy fifty years ago. Today the voice of organized labor on both domestic and foreign affairs is courageous and enlightened.

As I have worked in the *American Federation of Teachers* and followed its activities through the years I have formed an additional judgment of signal importance. In my opinion the Federation has encouraged the teacher to grow to his full stature as a human being. In the old days he was a timid soul outside the classroom, scarcely daring to assert his rights as a citizen and submitting without outward protest to the rulings of both constituted and unconstitutional authorities.

A member of the Federation quickly learns to stand on his own feet and confront the administration, the board of education, or any powerful group in the community in the defense of his own dignity and the welfare of the younger generation. This is a mighty achievement.

IBELIEVE in the *American Federation of Teachers* because I believe in the common school. The common school open to all without discrimination is the institutional expression of the moral purpose of the American

By Dr. John L. Childs³ people to give every child his chance to make the most of his potentialities. The common school by providing oppor-

³Professor emeritus, Teachers College, Columbia University.

"WHY I Joined the A. F. of T."

**A Series of Statements
That Explain the Trend
to Professional Unity**

tunity for the children of all our component groups to live, study, and play together helps create those attitudes, understandings, and appreciations which are the ultimate foundation of our democratic way of life.

The strength of the common school depends upon the quality of its teachers. This, in turn, depends upon the conditions of work—economic, social, and educational—under which teachers carry on their activities. Through its record of actual deeds, the *American Federation of Teachers* has demonstrated that it can do more to provide just and stimulating life conditions for teachers than any other agency. The steady growth in the membership of the Federation indicates that teachers increasingly recognize that the solution to their problems is through organization and affiliation with other productive workers.



Dr. Childs

I JOINED the *American Federation of Teachers* largely because of what the organization has to offer the classroom teacher in the Nation's schools. The *American Federation of Teachers* has a long history as a champion of improved social

and economic welfare in the teaching field exemplified by better salaries, pensions, improved teaching facilities and academic freedom. The Federa-

⁴U.S. Senator from Montana.

tion is a great force in advancing new techniques, modern curriculums and methods.

Only under the guidance and leadership of such groups as the *American Federation of Teachers* can the rights of the American teacher be protected.

The profession of teaching has been advanced considerably since my ten years as Professor of Latin American and Far Eastern History at Montana State University. The prime movement in this recognition has been the *American Federation of Teachers*. Teaching should be equal in all respects with other professions and trades requiring comparable education and training. This can come only through organization.

My association with *American Federation of Teachers* and the teachers union movement in Montana was one of the finest experiences in my teaching career. All those entering the teaching field for the first time would do well to take an active part in the Teacher Union movement in the interests of the advancement of their profession.

MY TEACHING career was begun with enthusiastic idealism. Unfortunately my visions of a highly professional career were soon beset with despairing disillusionment. Faculty meetings were called but teachers

By Carl Megel⁵ were not permitted to speak. Teachers had no recourse to the unequal distribution of arbitrarily established class size. Favoritism replaced competence and unethical practices substituted for professional standards.

The clincher came at the end of the year when the school board, without permitting the teachers to discuss salary proposals, passed a resolution recommending that all teachers be rehired without an increase in salary but that the superintendent be granted a substantial increase.

⁵President, *American Federation of Teachers*.



Sen. Mansfield

Naturally, when it became possible for me to do so, I welcomed the opportunity to affiliate with the *American Federation of Teachers* by joining the *Chicago Teachers Union, Local 1*. My years of experience had shown me that only teachers affiliated with Locals of the *American Federation of Teachers* possessed outlets through which teachers could find avenues for discussion of their salaries, their working conditions and their classroom grievances.

Moreover, membership in the *American Federation of Teachers* provided association with the 16 million men and women in the American labor movement whose interest and support of education is a matter of continuous constructive action. But most of all through affiliation with the *American Federation of Teachers* with the support of the AFL-CIO every teacher becomes a free teacher, free to teach America's children in a free democracy.

I JOINED the *American Federation of Teachers* because it offers a continuous opportunity to Jeanne Soderstrom⁶ contribute to the advancement of the teaching profession. Through union organization, teachers can obtain many objectives which are unobtainable by individual effort. United we stand—divided we fall—is definitely applicable to teachers even more than to members of any other profession or trade.

WHY DID I JOIN the *American Federation of Teachers*? In a few words, the chief objective of our public schools is to prepare our children to live and work in a democracy. How can I teach the democratic way

By Warren G. Dixon⁷ of life, if I belong to an education organization that does not operate on democratic principles, but instead is a tool of school administrators. We should

⁶Corresponding Secretary, *Streator Township (Ill.) High School Federation of Teachers, Local 1270*.

⁷President, *Nashville, Davidson county (Tenn.) Federation of Teachers, Local 1247*.

practice what we teach or we shall find that our teaching is ineffective in the direction that we desire. Our children of today are intelligent and will quickly discern any insincerity in our action in any such important matters. Therefore, if I am going to belong to an educational organization, I should belong to one that is really professional and follows democratic principles in its operation. I have found the *American Federation of Teachers* to be such an organization.

I JOINED the *American Federation of Teachers* because of its goals of constantly improving educational facilities and teachers' working conditions. Its unity of purpose combined with its affiliation with organized labor made it the one teachers' organization I could support wholeheartedly knowing I could speak my mind rightly or wrongly without fear.

ORGANIZED LABOR has long recognized that the basic dignity of self-representation is the cornerstone of democracy. Until teachers realize this, their attempts to teach democracy will be a sham.

Favors granted, or withheld, by paternalistic administrators cannot compare with the courage and self-respect offered by participation in the program of the *American Federation of Teachers*.

⁸President, *Anoka-Hennepin (Minn.) Federation of Teachers, Local 1244*.

⁹President, *Long Beach (Calif.) Federation of Teachers, Local 1263*.



Mr. Dixon



Mr. Anderson



Mr. MacColl

How Teachers' Unions and Central Labor Councils are Working Together

.... To Open a New Era
in Teacher-Employer
Relations

SIX YEARS ago when I became president of San Bernardino Valley Federation of Teachers, Local 832, my first action was to affiliate the struggling local with the Central Labor Council and to enter into active participation in Council affairs.

By Floyd Lyle, fairs. Since that date I have missed few meetings. Other delegates have been found who would attend and participate faithfully and have been added to our representation as membership increased.

We were welcomed into the Council with enthusiasm. A teacher is now president of the body and during the brief span of years teachers have served in most of the offices and committees set up by the Council. We have never failed to get complete support of the Council when we have asked for aid.

What has this solid labor support meant to our Local, our teachers, and our schools? Here are a few examples:

The individual teacher is now drawing almost exactly twice as much salary as was paid here five years ago. Active labor backing of teacher salary demands before the board of education, and the success of labor-backed school tax levies are largely responsible.

Anti-union administrative practices

*President of San Bernardino, Calif., Central Labor Council, and Past-President, San Bernardino Valley Federation of Teachers, Local 832.

have been eliminated. This was brought about by immediate and personal intervention by Central Labor Council delegations when instances of anti-union practices were brought before the council by Local 832. Consequently, even non-tenure teachers now feel free to engage in union activities.

Only one bond issue has failed in these years. On that occasion the superintendent rebuffed Local 832's offer of help—saying he didn't need it.

Locals in our Central Labor Council will not place teachers on summer jobs unless the teacher presents a clearance from Local 832. These are a few examples of what can be accomplished through teacher activity in their Central Labor Council.

Organized labor in general benefits because better understanding on the part of the teachers contributes to increased community support of labor's aims. In addition the talents, education and ability of teacher delegates can contribute much to council activities.

Teachers should not enter the Central Labor Council with their hands extended for all they can get. They should approach this activity with a desire to learn and to become an important part of the labor movement. Become an asset, not a liability, to your Council!

Continuity of representation is most important. Select delegates who will attend every meeting and then keep them on the job as many years as possible. Every year of service doubles the value of a delegate to his Local.

Show an interest in the problems of the other Locals in the Council and you will never lack help in solving the problems of your own.

WHEN the Kenosha Teachers Union, Local 557, was organized in March, 1938, its first act was to ask for affiliation with the Kenosha Trades and Labor Council. Only when this affiliation had been approved did the

By 16 charter members L. V. Haflich, feel it was safe to issue a press release that a teachers' union had been organized in Kenosha. At the same time a committee from the Trades and Labor Council called on the superintendent of schools to express their pleasure that a teachers' Union had been organized and to assure him the Union had the complete support and backing of the Kenosha Trades and Labor Council.

A few weeks after Local 557 was formed, a large CIO union went on strike against the then Nash Motor company. The Kenosha Teachers Union, with its 16 members, sent the Nash Union a telegram pledging all out support. Some eighteen years later, the Nash Union, now UAW Local 72, with several thousand members, pledged the same support to the Kenosha Teachers Union when it voted to strike against the board of education.

The Teachers Union from the first has worked closely with the local trades groups. Its delegates to the Trades and Labor Council have a splendid record of attendance, at times all three of its delegates have been on

*President, Kenosha Teachers Union, Local 557.



Mr. Lyle



Mr. Haflich

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Anti-union administrative practices

*President of San Bernardino, Calif., Central Labor Council, and Past-President, San Bernardino Valley Federation of Teachers, Local 832.

the Trades Council executive board. One delegate has been corresponding secretary for more than 15 years.

Two or more union teachers have almost from the first, served on the board of directors of the Union Club, an organization that manages the local Labor Temple. From time to time, these members have been officers of this organization. The Kenosha Labor, a weekly labor paper, usually has a member of Local 557 on the press committee who generally serves as secretary of the group.

Labor, on the other hand, has more than repaid these services of Union teachers. It has given the Teachers Union unwavering support down through the years but perhaps the following two instances would best serve as examples:

While members of the Kenosha Teachers Union were early accorded the right to attend the Wisconsin Federation of Teachers convention which meets in Milwaukee at the same time as the Wisconsin Education Association, they still had to pay dues to the W.E.A.

When the annual convention of the American Federation of Labor passed a resolution calling on local trades councils to see to it that union teachers did not have to belong to teacher organizations not of their choosing, the Kenosha Trades and Labor Council appointed a committee to look into the local situation.

This committee by obtaining a ruling from the attorney general proved to the satisfaction of the superintendent and the school board that membership in the Wisconsin Federation of Teachers, and attendance at its convention, qualified teachers for pay. Since then, Kenosha teachers belong only to the teacher organizations of their choice.

The second instance of labor support is a very recent one. During the spring of 1955 the Kenosha Teachers Union appealed to both the CIO and Trades and Labor Council because the teachers felt the board of education for some time had not been bargaining properly. Both Councils contacted the board and insisted that it bargain in good faith. The board of education then proceeded to bargain with the teachers but a deadlock was reached when the board's offer fell short of the raise recommended by a citizens' committee the board had set up to study teachers' salaries.

When negotiations were broken off and the teachers' Union voted to strike, the grievance committees from the two labor councils met with the board of education and as a result the board

requested that negotiations be reopened.

The teachers consented to meet with them. At this meeting, seven hours before the strike deadline, the board agreed to the compromise offer the teachers had made before negotiations had been broken off.

This gives us not only a chance to tell our story, but to answer questions, clear up doubts, and establish a friendly personal relationship with all the other unions in the city. This is one of the most fruitful efforts any teachers' local can make.

We ask for and get resolutions from the Central Body in support of our program. We ask for and get representatives from the Central Body, usually the top brass, to go with us when we wish before the board of education or legislative bodies, and they speak forcefully in our behalf. In this connection we are proud of the fact that when the AFL-CIO rift was widest, we always had the personal and official support of both groups at all public hearings.

We have always cooperated in joint committees with the CIO and particularly the UAW on matters affecting education, sometimes at their request, sometimes at ours. In this way, positions are cleared so that we present a united front on school problems. Such unity is tradition for us!

We get excellent coverage in the Detroit Labor News, official labor publication, partly because our activities are newsworthy, but also partly because we have always tried to provide the editor with usable copy in time for his deadlines.

To summarize, our experience shows that these things are important in working with your Central Labor Body:

- 1) Advise frequently with its leaders. They know more about trade unionism than most of us do.
- 2) Be fully represented in your Central Labor Body by the strongest most able delegates you can send, who can and will gain the respect of other delegates.
- 3) Work actively on committees or other assignments of your Central Body. Remember that teachers have skills needed in the labor movement.
- 4) Take your program and problems to the floor of your Central Body.
- 5) Take your program and the problems of the schools to the individual locals in your community.
- 6) Keep your labor papers informed of your activities, writing your own copy if possible.
- 7) Always include the leaders of your Central Body as your guests at all functions of your Local, and at all school functions where they will have a chance to meet school and public officials with you.
- 8) If your Central Body has a building, maintain your offices in that building.

Turn to Page 12

*Past-President, Detroit Federation of Teachers, Local 231, and vice-president, American Federation of Teachers.

Collective

Bargaining

vs.

Collective

Begging

A NATION-WIDE program to secure collective bargaining rights by *A.F. of T.* Locals was called for by delegate action and accented by a panel of the teacher union's leaders at the Fortieth Anniversary convention in Pittsburgh.

The panel was moderated by Turner H. Trimble of Chicago, retiring *A.F. of T.* vice-president. Participants stressed that while collective bargaining is a time-tested and accepted procedure of other AFL-CIO affiliates, it is relatively new for teachers, while being used successfully by some teachers' unions presently.

HERRICK S. ROTH of Denver *A.F. of T.* vice-president, told the convention that public school teachers must "replace collective begging with collective bargaining in order to obtain adequate salaries and suitable working conditions." He declared that teachers should be as entitled to bargain collectively as employees in private business and industry.

He hit at "the psychology that public employees are essentially different," and said "they must work and produce results, just as everybody else does, in order to keep their jobs." "They are, therefore," he added, "entitled to bargain with their employer to establish their economic security."

Roth called collective bargaining a "basically democratic process in which the honest expressions of a majority of employees reach the councils of management," and declared it more acceptable and workable than any other means of devising rules and policies.

He pointed out that in cities, counties and school districts where union members are a major segment, collective bargaining has become an ac-

cepted procedure. "Teachers, too," he said, "are citizens."

"Facts and court decisions do not support the contention of some public officials," Roth said, "that it isn't legal for public employees to bargain. Public employees are no different from others."

"Most of them have to depend on their work for their livings. They are supervised and managed. They have grievances, problems and suggested solutions."

Roth said the day of legal objection to collective bargaining by teachers "is passing, and will pass." He quoted an American Bar Association committee report which said that public employers should grant public employees a more liberal right to negotiate and bargain collectively.

"Equally far-reaching," he added, "was the A.B.A. committee's report that public employee anti-strike laws are unworkable and the antithesis of democratic heritage and traditions. Only when public peace and safety are involved, should any employees be required to remain on the job."

"Collective bargaining is democracy in action. It promotes group responsibility rather than individual favoritism, broadens rather than narrows the basis of judgment, builds respect and good faith in the place of servility and provides equality and justice as right substitutes for inequality and injustice."

JOHN LIGTENBERG of Chicago, general counsel for the *American Federation of Teachers*, said that the rights of public school teachers to bargain collectively with their employers for better salaries and working conditions is being recognized increasingly country-wide. He added that a growing number of *A.F. of T.*

Locals' committees are adjusting grievances as well as salaries by the time accepted labor bargaining and contractual procedure.

"It has become more and more evident, to more and more people," Ligtenberg said, "that Government employees of all kinds, including teachers have the same right of organization as other workers. While some special restrictions may apply to them, they may act together as a group and bargain collectively with their employers."

"When they come to a meeting of the minds, their agreements may be reduced to writing," Ligtenberg added:

"In industry this (collective bargaining) process is now taken for granted as a function of business life. First, the Wagner Act and now the Taft-Hartley Act, whatever their shortcomings, have recognized as fundamental the right of labor to organize and to bargain as employees through representatives of their own choice."

"But," he added, "what is recognized as virtually a natural and inalienable right of workers in industry, has not in the past, been recognized to the same extent in the case of government employees."

"Officials at all levels of government," he said, "have sometimes acted as if some vestige of the divine right of kings still clung to them. It has been argued on their behalf, that the state gives up some of its sovereignty when it officially consents to bargain with regard to wages, hours and working conditions. This overlooks the democratic nature of our institutions."

"To some the right to bargain collectively has been equated with the right to strike. To such people the thought of a strike of government employees is abhorrent. From this they



Fortieth Anniversary convention panel on collective bargaining: Left, Herrick S. Roth of Denver, A. F. of T. vice-president; standing, Turner T. Trimble of Chicago, retiring vice-president, and Mary R. Wheeler of Oak Park, past vice-president, and John Ligtenberg of Chicago, A. F. of T. general counsel. Second from left is Jacob J. Fraier of Cleveland Heights, Local 793, who spoke on merit rating.

argue that there should be no right to bargain.

"Others, with better logic and deeper understanding see in the collective bargaining process one of the most effective agencies for labor peace ever created. If they are right, this tool should be put in the hands of teachers and other government employees, and in the hands of school boards and other agencies of the state.

"That what makes good sense makes good law is now recognized in practically all states. In several states, the collective bargaining contracts of school boards with teacher unions have been recognized as valid.

"That what makes good sense makes good administration is recognized by the many school boards and other public agencies that are in almost daily contact with the union representatives of their employees. In all parts of the country, our unions have written and signed agreements with their employers.

"It is the continued aim of the *American Federation of Teachers* to improve the salaries and working conditions of its members. It has practiced collective bargaining and by example spread the practice far and wide. In carrying out this purpose, it helps to bring better educational opportunities for the young people of our country."

MARY R. WHEELER of Oak Park, Ill., *A.F. of T.* past vice-president and leader in *West (Chicago) Suburban Teachers Union, Local 571*, declared that the collective bargaining method of settling disputes would be "a good thing for the schools and the teachers of America."

She said that five Councils of Local 571 in as many school districts have successfully used the method to a varying extent with their boards. She added: "Collective bargaining in the final analysis, is a method of doing business."

"It is," she said, "the most effective, fair, impersonal and business-like method of conducting business, and of equalizing the strength between employer and employee. And it is certainly a democratic technique; that of permitting an organization to have representation of its own choosing.

"I am sure that our teachers' unions will bring a fresh and wholesome influence to school districts when they have achieved the right to send in their representatives to meet around the table with representatives of the school board and administrators.

"This method of resolving problems

will produce respect for all parties and any agreement arrived at will be entered into honorably and faithfully by all parties."

Miss Wheeler said one unit of the West Suburban Local won the right to act as bargaining agent by election among the teachers, the others by agreements reached with their administrations.

Working Together

From Page 10

ing. If not, maintain offices as near to those of other Unions as possible.

We have taken our organizational problems to our Central Body and have always received help. At one time it set up a fund through the contributions of locals on which we could draw up to \$5,000 for organizing purposes. The result was so successful that we never had to draw over \$3,500, and we repaid that within a very few years.

THE BREMERTON Federation of Teachers, Local 336, was organized with the help of the Bremerton Central Labor Council and became the second teachers union in the state of Washington. The president of the

Council was a member of the school board. After the local had been organized for several years the superintendent of schools withheld the contracts of some active members of the Teachers Union. The

president of the Labor Council gave valuable information about procedure in getting a hearing before the school board. The result was that all the teachers were rehired.

During the past 20 years, officers and members of the Central Labor Council have given moral and financial support whenever individual teachers have demanded a hearing before the school board. To be sure, the teachers have not always won their points in these hearings, but active support from organized labor

*President, Bremerton, Wash., Central Labor Council; vice-president, Washington State Federation of Labor, and past-president, Bremerton Federation of Teachers, Local 336.

has guaranteed better tenure than teachers had before the organization of the teachers union.

The working agreement which the *Bremerton Federation of Teachers* has had with the Bremerton school board since 1945 is due in large measure to the support of organized labor. The election last year which determined that the Teachers Union should continue to be the sole bargaining agent for the agreement was won with the assistance of the labor council.

The Bremerton Central Labor Council has sponsored and elected members of organized labor to the school board. For many years two of the five members of the board have been labor union members. This is no accident but the result of hard work. The labor council has appointed delegates who attend the school board meetings and report back to the council. At first these delegates were not very well received, but now they are treated with every courtesy and are given a copy of the agenda of each meeting.

Organized labor is also interested in the subject matter that is taught in the schools. Committees have examined social studies textbooks to determine the emphasis placed upon the role of organized labor in our society. Copies of labor newspapers and magazines have been made available to school libraries through the courtesy of the council.

Members of the labor council have worked actively at the state capitol during legislative sessions to try to secure the passage of legislation which would benefit teachers. Much assistance has been given to get the Washington State Federation of Labor to back educational bills.

All this cooperation has not been one sided. The three teachers unions in the county have elected delegates to attend the council meetings, who have been faithful and active members. The *Bremerton Federation of Teachers* has contributed two presidents and a reading clerk to the council. The first teacher president of a labor council in Washington was from Bremerton and the present president is a Bremerton teacher. The president of the Port Angeles Central Labor Council also is a teacher which indicates that in that city there is good teamwork between the labor forces and the teachers union.

It is imperative that union teachers work on committees of labor councils and take an interest in the problems of labor in order to keep alive the cooperation between Teachers Unions and central labor councils. This teamwork is essential to Teacher Union growth, strength and success.

WHAT Are a Teacher?

AFTER THIRTY years of teaching, I ask *What Are a Teacher* because I find I am far less clear on the subject than I was when I began. For the answer, now, I get that spectrum of ideas, which, it may be, is characteristic of any field in which one has a day-to-day experience, inexpressible in any ready words.

Once at a party I was introduced to a well known humorist. On learning my profession he remarked at once, "A teacher? Then you must be repressed."

I laughed, of course, and then I was disconcerted, for there was nothing but solemnity in his eyes. I think he was serious.

Perhaps he would have been a little disturbed had he learned how close his reaction was to that of a frantic teen-ager I was counselling who cried in a rage, "You're a teacher. What do you know about life?"

The worst of it was I understood exactly what specific facet of life he meant. (To a teen-ager the word *life* used as a club has but one connotation.) I opened my mouth to answer that probably no adult has managed to escape some experience in the field he had reference to, but I saw the case was hopeless.

He had just discovered sex himself. He was standing on a peak in Darien.

Probably the common point of view of this man and boy derived from the stereotype of a teacher which cartoonists have lampooned happily now for something like a hundred years. You know the lady. She is garbed in black right down to her shoes with a few Puritan accents at collar and cuffs. Her hair is pulled into a meager bun on the top of her head. She is as ugly as sin, but not nearly so pleasant, and

*Veteran Chicago high school teacher, and member of the working conditions committee, Chicago Teachers Union, Local 1.

By JANICE FINK *



MISS FINK

invariably she grasps a ruler in her hand.

The creature is always feminine.

Over and over again, in recent years, I have sat enthralled at a school lunch table while my young male colleagues exchanged tales of their war experience. I am sure of one thing. None of them held a ruler.

One band instructor I used to love to listen to, played in theater orchestras at night, and during summer vacations picked up a little extra money furnishing music at dog races and county fairs. The vernacular he used was rather salty, but he was a master of every instrument in his unit and when he died, hundreds of his students, past and present, filed by his coffin. I shall never forget the respect and real sorrow on their faces.

Another teacher, of commercial law,

One Lets Down Her Hair and Comments on the question

had spent considerable time during his early years as odd job man traveling with a circus. *Repressed* would have been a fighting word to him.

Incidentally, it is possible to date educational literature by a simple device. If the pronoun *she* is used for a teacher throughout, you can pass the book up. No matter what the publication date says, it's a fossil from back about 1900.

BUT MAKE NO MISTAKE, the stereotype lives. It inhabits the most unlikely places, the little moldy corners of otherwise fresh and shipshape minds. I was thinking of my own.

For some years I have patronized a certain shoe repair shop. In it there is a callow youth with whom I have exchanged some nondescript sprightly remarks. Only last month something I said gave him an insight.

"Oh, are you a teacher?" he asked. And then at once like manna to my ears, "You don't look like a teacher!"

Make a note of this. Guilt feelings are apt to get muddled. I left the shop convinced I had done that young man wrong. I had woefully underestimated his brains and bypassed some truly remarkable powers of observation.

Now in rigorous self scrutiny I feel all the force of shock delayed. I can't say just why I was pleased because I don't know what we were talking about. And yet I had the illusion at the time that we understood one another. *Mea culpa.*

I am not alone. I have detected that guilt nearly every time I have heard the statement, "I'm a teacher and I'm proud of it." The voice tones vary, ranging from the accents of Nathan Hale on the scaffold to the cheerful admission of a drunkard in the family.

The fact is, I have known tall teach-

ers, short teachers, stocky teachers, bulky teachers, lithe willowy teachers, fashionable teachers, dowdy teachers, both blonds and brunettes, some hoary headed and some completely bald, some with sour dispositions and some with sweet, some that approached the serenity of Buddha and some that lived perpetually on the rampage.

Pick whatever combination you prefer, but don't say the others were not good teachers. It's a sure thing: Any assembled portrait would have its own coterie of student admirers. Whatever personality you concoct, it will open doors in some young mind. I have given up trying to figure out why—except that the right key always opens the lock. (How often I have been saddened by a pupil's bad taste in preferring some colleague to me. How often I have been unable to see his logic.)

Going to and from work on street cars and buses, I have often sat in on the hope of tomorrow considering its mentors. I did not eavesdrop. The hanging, the drawing, and the quartering were all done in the highest voices and in the highest spirits. One thing can be said. The massacre was joyous.

But opinion was seldom all on one side.

My German friend, Pauline, would have been taken aback, I am sure. She spent much time assuring me that where she came from, teachers were officers of the state, and I must say she bore herself like an officer too. Status was in the lift of her chin. It was in her walk and in the way she spoke. She loved to describe how the whole class stood, silent, attentive, when she came in and how as a body they rose again when she swept out.

I used to weave fantasies about how this must feel. But I could not get myself even half way into the picture. The classes I had known would not stay there either.

And after all, I wasn't sure that I wanted it. It was fine for Pauline. She could use the star entrance and exit, all right, and score a bull's eye every time.

Me, I would be like my three sophomores in leather jackets. "Well, gentlemen?" I said.

As one man, they turned and looked behind them.

"**THERE IS NO RESPECT.**" Pauline kept saying.

Actually it is a very tangled problem. I have been accorded at times

too much respect. Once when we were discussing brotherhood, a student quietly raised his hand.

"What's the best religion?" he asked.

I said there was no answer to such a question, explaining why. He persisted until I said I didn't know.

"You're a teacher," he replied, "you're supposed to know."

On one occasion I gave my class an account of the pandemonium in Chicago's loop on the day World War I came to an end. A fluty voice asked, "What was it like at the end of the Spanish American War?"

On the other hand, there was the eager-beaver girl who told me she was determined to become an astronomer. It was a line of work about which I knew very little, so I inquired if she could expect a good salary in that job.

She stared at me. "H-ll, what do you get?" she said.

I SUPPOSE that every occupation has its own hazards. Close to the top of mine, I would place the uncertainty about the way an adult social group will react to a teacher within the fold. This is the acid test of *savoir faire*. If some of them try shock techniques at once, score them a flat flunk.

If they begin shrinking the subjects of conversation to the weather and other highly controversial topics, doggedly correcting their syntax as they go, scrape them through on C. If the talk skyrockets suddenly to philosophy and Shakespeare, I suppose you can dole out a rather low B. Honor that group with A that does not bat an eyelash, but takes the bombshell right in its stride.

The true occupational disease of the profession is one, I think, that scars nearly every member of it. This is our annoying habit of taking responsibility wherever we go. Sometimes this is called *running things* by people who do not understand the tragic flaw.

As for myself, I will spring into action at a moment's notice. Accidents, sudden illness, street fights—these are all my special dish. On reflection afterwards I have often begun to shiver at the realization that I must have thought myself the Maid of Orleans.

Even when I saw Mr. Roberts on the stage, my enjoyment was undermined. I had a growing sense of uneasiness. For a while I could not imagine the cause. Then I saw that the hilarious shenanigans on the stage had touched off my response to an

unruly class. I was sick because I wasn't in there, fighting for order.

ON THE POSITIVE side there are great personality rewards in being connected with the educational business. One might turn into an old fuddy-duddy in a line of work that was more stable. Not so in education, where the winds of progress blow very strong. A catsup factory, for instance, may change the label on the bottle or even introduce new chemicals or spices, but it still continues over the years manufacturing catsup.

The schools are dedicated to inculcating knowledge. And what is knowledge? Aye, there's the rub.

One year knowledge is folksy.

Supposing you're able to read heavy novels, supposing you're a whiz at math or science, what difference does it make? You're nothing but a stick-in-the-mud just the same. Do you have friends? Are you aggressive? Do you lack confidence? And the \$64 question: Are you secure?

There is some truth here, the teacher thinks, remembering how he suffered at the hands of some of his own teachers, as indeed everybody else, not a teacher, is remembering too. He resolves: I will be a mother, I will be a father. Most important of all, I will be a pal.

Time marches on. Presently the young innocents, carefully tended, carefully nurtured to have faith in themselves as they are go forth into a world which has changed meanwhile. Now the cry is for specialists—for scientists, for mathematicians, for nothing else but the old stick-in-the-mud, called now, of course, by another name.

The \$64,000 question: Do you know?

The mills of the gods grind slow, but they grind sure. Comes retribution.

An aroused citizenry turns upon the teacher and cries: *J'accuse*. Oh, what have you done? These young people resemble contented cows. They may be able to converse with ease both in the parlor and on the telephone, but can they read, add, and tell the location of Madagascar? We do not care how many friends they have. Is life a continual get-together? Don't you know that the really basic things are the ones a person sits down and digs out by himself?

There is some truth here, the teacher admits, remembering with gratitude the hard discipline he himself passed

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MEET

Workers Education Local 189

Of the A.F. of T.

By MARK STARR*

THERE ARE LARGER and older Locals than the *Workers' Education Local 189*, but it plays a unique role in the *American Federation of Teachers* and in its relation in the American Federation of Labor—Congress of Industrial Organization. Its Constitution says:

Membership in this organization shall be open to all persons engaged in workers education who cannot function more effectively in any other unit of the American Federation of Teachers. Workers education is defined as education carried on by, or with the full cooperation of, organized workers in order to increase their understanding and their effectiveness as union members, and as members of their local communities, their nation and the world.

Hence, Local 189 includes over 100 teachers and administrators in workers' education who work for regional and nationwide organizations, including both AFL and CIO union educators. Local 189 is always at pains to suggest that its members also cooperate, whenever possible, with Locals of the *A.F. of T.* and work closely with them in every way. It encourages its members to set up local chapters to discuss problems in workers' education.

The history of Local 189 is intimately connected with the development of workers' education in the United States. Early organizations in this field such as Brookwood Labor college, Katonah, N. Y., the Workers'



Mr. Starr

Education bureau, and the Bryn Mawr Summer School for Women Workers in Industry, were started in 1921.

Local 189 was given its charter in 1922 and its original founders were the faculty members of Brookwood Labor college. Some of the old-timers will remember Josephine Colby and the work she did as organizer and field secretary for the *A.F. of T.* before she taught English at Brookwood. She was an *A.F. of T.* vice-president from 1919-1924.

A. J. Muste, the director of Brookwood, worked closely with the *A.F. of T.* locals in one of the most important phases of his changing career. He succeeded Miss Colby on the Executive council.

Abe Lefkowitz, veteran defender of teachers and long-time exponent of

teachers' unionism, was a member of the board of Brookwood during its whole existence, 1921-1937. The college also received warm support from another outstanding member of the *A.F. of T.*, the world-renowned educational philosopher, John Dewey.

VERY SOON, other people actively engaged in workers' education in various local labor colleges, resident summer schools and classes joined Local 189. These were usually brought together in an annual Workers' Education conference held at Brookwood on Washington's Birthday.

The published reports of these conferences in the 1920's and 1930's are the best source of information of all the ups and downs, the changing emphasis, aims and methods in workers' education. This annual conference is now conducted by the American Labor Education Service, but Local 189 still remains a joint sponsor and still uses the occasion for its annual meeting.

Local 189 has furnished a considerable number of members for the Executive council of the *A.F. of T.*. Many of its members have written important books. Many have been on foreign service, either representing the government in educational and information services, or making studies and investigations through Fulbright and other scholarships.

Local 189 delegates to the *A.F. of T.* annual convention usually put on a display of workers' education material and films. The Local helps the public school teacher and his students recognize the facts of social life and the great contribution made by the trade unions to community welfare.

For many isolated teachers, *Workers Education Local 189* gives a sense of belonging to the official labor movement. It also serves as an informal clearing house for employment opportunities. Within recent years it has

made surveys of qualifications, duties, status and salaries of directors and teachers for those engaged full time and part time in workers' education.

These employment standards will serve as a guide for unions, colleges and committees which wish to pay the 'going and accepted rates' in this newly-developed area. The recommendations have received wide attention, and the labor information officer attached to the U.S. Embassy in London has reprinted the complete document to help and assist workers' education activists in Britain and elsewhere.

The members of Local 189 have their own special concerns. Often they must create an initial recognition of the need for workers' education before they attempt to provide it. The requirements, preparation, services, hours and wages, tenure and pensions do not resemble those in the public school system. Workers' education, as a division of adult and continuing education, teams with variety and experiment.

WORKERS' EDUCATION is basically the group study of group problems with a view to group action for their solution. Teachers and administrators in this rapidly-growing and important field are warmly invited to group with their colleagues in Local 189 to enjoy fellowship, advice and economic aid, and to make Local 189 a greater force in the *American Federation of Teachers*, and thus advance workers' education in the United States.

Current officers of Local 189 include Benjamin D. Segal of Washington, D.C., workers' education specialist and trade union consultant for the Fund For the Republic, president; Thomas J. Cosgrove, also of Washington, assistant education director of the Textile Workers Union of America, vice-president; John A. Sessions of New York City, acting director of the International Ladies Garment Workers Union Training Institute, secretary, and Mrs. Dorothy Kuhn Oko, also of New York City, labor education specialist, New York Public Library, treasurer.

Segal succeeded Mrs. Orlie Pell of New York City, publications and research associate of the American Labor Education Service, and Cosgrove succeeded Samuel Colton of Brooklyn, teacher for trades unions in New York and New Jersey as well as member of the extension staffs of Rutgers and Cornell labor relations schools, while Sessions and Mrs. Oko were re-elected.

Members of the Executive council



Mr. Segal

Mrs. Pell

include: Jack Barbash of Washington, research director of the Industrial Union Department of the AFL-CIO; Joseph Glazer of Akron, O., education director of the United Rubber, Cork, Linoleum and Plastic Workers of America; George Guernsey of Washington, assistant education director of the AFL-CIO, and Mark Starr of New York City, education director of the International Ladies Garment Workers.

At the first meeting of this group of officers and council members this year, plans were made to set up regional groups of Local 189 members in New York, Washington, Akron, Kentucky and the West Coast. Cosgrove was named chairman for a

membership drive, and plans were made to continue the improvement of standards in the field of workers education.

IN VIEW of the organized misrepresentation of the labor movement to the general public, and because of the increasing distribution of anti-trade union pamphlets, films and leaflets in the schools, the work of *Workers Education Local 189* currently becomes of great importance. At its best, it can serve as an important liaison between the organized teachers and their fellow workers in other unions.

The teachers in the public schools, especially in citizenship and social studies can be assisted by the educational work of the unions. Qualified teachers can use their skills in workers' education groups.

In turn those working in the unions can strengthen the valuable alliance between the *A.F. of T.* and the AFL-CIO. And because Local 189 has always included staff members of the CIO in its membership and thus happily anticipated the merger, it looks forward to increased activity in the united labor movement.



Toledo (Ohio) Federation of Teachers, Local 250, supports the United Labor Committee of Toledo with a gift of more than \$100, which Mrs. Alvina Littlefield, Federation legislative chairman, is presenting to Melvin Zimkowski, the Committee's executive secretary. The United Labor Committee is a non-partisan organization made up of most of the local unions, including AFL-CIO, Brotherhood of Railway Trainmen, and others. Function is to take political action favorable to labor, on issues and candidates. Pictured above, from left, are: Frank W. King, state senator and member of Local 250; Carl A. Benson, sergeant-at-arms of U.L.C., and member, Local 250 board of directors; Florence Wells, Thirza McCormick, Cleona Chetister and Mary Neuhauser, members of the Federation's legislative committee; Mrs. Littlefield and Mr. Zimkowski.

Union Teacher Talk



LEMUEL E. MINNIS, treasurer of the Union Teachers Credit Union which serves members of the *Chicago Teachers Union, Local 1*, and other *A.F. of T.* Locals in Chicago, is now one of five Illinois directors of the Credit Union National Association, a hemisphere-wide association of 20,000 credit unions with 10 million members.

Minnis was elected to office at a recent convention of the Illinois Credit Union League. He has been treasurer of the Union Teachers credit union having assets of \$5 million, for 8 years, and has been active in the credit union movement for 25 years.

He retired as principal of Byford Elementary school in Chicago last year, after 33 years in the Chicago school system.



Mr. Minnis

year earned in Milwaukee, as the best answer to the financial crisis.



THE MINNEAPOLIS (Minn.) board of education now has a four-man labor majority, with the appointment of Frank Persons, backed by the Central Labor Union. New president is Frank Adams, former teacher and veteran member, who last year at a Minneapolis Men's, Local 238, dinner, told new teachers: "Join the union."



A TEACHER, a union leader and now a mayor! In rapid progression, that describes the career of Robert C. Doerr, recently elected mayor of San Jose, Calif. Doerr, who had the solid support of organized labor, is a former president of the *San Jose Federation of Teachers, Local 957*.



MILWAUKEE (Wis.) Teachers Union, Local 252, is giving city-wide distribution to its recently issued illustrated brochure on the local educational crisis involving a drastic shortage of teachers and school buildings. After giving a rundown on school finances, taxation, salary and local sources of revenue, the union, whose president is Leo Scheir, points out that it still considers a municipal income tax of one per cent on all incomes over \$600 per

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SELMA JACOBSON, member of *Chicago Teachers Union, Local 1*, won't be sitting at her usual desk in Bridge school during the 1956-57 academic year, because she's in Sodertalje, Sweden, helping reorganize the schools in that community.

Several years ago, Miss Jacobson taught handcrafts and related arts in some Swedish schools. Supt. Robert E. Wenngren, under whose jurisdiction she worked, was so impressed with her teaching abilities, that when it came time to put a new plan into effect, he asked that Miss Jacobson be given a leave of absence to return to Sodertalje and help in the reorganization.



HERE'S a quote—unquote by one school superintendent, who knows that tenure is beneficial not only to teachers, but to the entire educational picture, as well. Dr. Mark Scully so expressed

himself to Harry Shipley, president of the *Dearborn (Mich.) Federation of Teachers, Local 681*, when he said in part:

"The fine group of teachers in Dearborn deserves the protection afforded by the State Tenure law . . . Tenure brings a stability to a school situation that is not achieved in any other way."



NEW YORK Teachers Guild, Local 2, in the midst of its own struggle to obtain better work and salary schedules, found time to aid the economically distressed

Negroes of South Carolina by helping to send them a series of *Food Caravans*, sponsored by the National Committee for Rural Schools. The first caravan was driven to Columbia, S.C., by two Guild members, Richard Parrish and Bobbie Rosaner, who were accompanied by several representatives from other cooperating unions. Generous contributions to the caravans were made by friends and members of the Guild.

Strong economic pressures have been exerted against the South Carolina Negroes who have taken a courageous stand on behalf of school integration, and their right to vote. Teachers and other civil employees have been forbidden to join the National Association for the Advancement of Colored People, on threat of losing their jobs.

THE ILLINOIS State Chamber of Commerce, consistently opposed to higher salaries for teachers, distributed some 25,000 pamphlet-posters during the summer, urging students to take up teaching.

Inducements given by the spokesman for Big Business included, "unlimited opportunities, improved salaries, job security, retirement pay, and longer vacations."



THE MASSACHUSETTS Federation of Teachers knew how to go about it when it wanted a higher minimum wage law passed for teachers state-wide. The teacher union conferred with the Massachusetts Federation of Labor, which spon-

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sored a bill asking that the minimum, then \$2,500, be made \$3,000. Since the bill had the support of 650,000 members of organized labor in the state, the legislature was duly influenced and voted it into law. Martha E. O'Neil, the Federation's legislative agent, in a letter of thanks published in The Boston Herald, said the badly needed minimum directly benefits about 1,000 teachers in 70 Massachusetts towns.

"**A** NYONE not belonging to a union should have his head examined!"

That very emphatic direct quote came from George A. Van Doren, charter member of the Minneapolis Federation of Men Teachers, Local 238, who, with seven other members were presented with life membership cards upon their recent retirement from teaching. J. Vincent Porter, financial secretary of the Local, conferred the honors upon these eight union-conscious men.

COmplimentary bouquets figuratively speaking, are still being tossed at Sidney Altman and Dr. Abraham Lefkowitz, legislative representative of New York (N.Y.) Teachers Guild, Local 2. They are credited with giving some extra-hard pushes to three Guild-sponsored bills which were signed by Gov. Averell Harriman, this year, after passage by the state legislature.

The bills provide civil service status for dietitians, tenure for the staff of Community College, and the right of retired teachers to earn up to \$2,400 in substitute service without impairing their pension rights.

COLLEAGUES of Mrs. Blanche Vilanche, member of Paterson (N.J.) Teachers Union, Local 482, are getting some colorful reports of Hawaiian life and customs, particularly in Honolulu, where she spent the last school year as an exchange teacher.

Mrs. Vilanche is still feeling nostalgic about the interesting people she met there, the unusual foods, and the relaxing after-school hours on Hawaiian beaches. She exchanged with Miss Bernice Wakamoto of Honolulu, who took over her classes at School No. 20 in Paterson.

SLOT-MACHINE UNIONISM is a threat to the progress of the American labor movement, in the opinion of Prof. James J. Healey, head of the Trade Union Program at Harvard University.

"The American trade union is not a slot machine which delivers benefits just because the dues money is put in," the labor relations expert told members of Lynn (Mass.) Teachers Union, Local 1037, at a recent banquet presided over by Miss Rose Claffey, union president.

Prof. Healey emphasized that "union members have an obligation to take an active part in the affairs, activity and col-

lective bargaining efforts of their organizations."



A TEACHER who gave pioneering and courageous leadership to Detroit Federation of Teachers, Local 231, during its infancy, has received a medal from the

Association of Catholic Trade Unionists, Detroit chapter, for her contributions to the advancement of labor-management relations. She is Frances Comfort, who as second president of the young union in the early 1930's, led it out into the open with a progressive program for improv-ed working conditions

and better salaries, at a time when Detroit was still an open shop city. Miss Comfort also has served as the Local's vice-president, executive secretary, and as editorial board member of "The Detroit Teacher."

Father Clement Kern, Pastor of Holy Trinity church, who presented the award, lauded Miss Comfort for her work "in the area of social justice for all persons," and for her "constant efforts to give dignity to man and the teaching profession."



IFELT the need of an organization of classroom teachers where we could speak freely about our problems."

That's why Mrs. Jeanette Van Valzah, after listening to some convincing arguments by Donald Burton, then president of Racine (Wis.) Teachers Union, Local 1161, joined up. And now, as the recently elected president of the Local, Mrs. Van Valzah has some pertinent things to say about teacher unionism. She believes that:

The classroom teacher today has more in common with labor groups than professional ones . . . that in both groups, problems relating to policy, morale, salaries and such, should be worked out within the group as much as possible . . . that it is good policy to have the moral support and understanding of organized labor, and . . .

"I hope we, as teachers," Mrs. Van Valzah continued, "will be able to contribute constructively to our entire school system, and to labor's projects in Racine, especially in dealing with young people."



FOR TEACHERS frequently in need of up-to-date materials for workers' education activities, there's a Labor Education Guide that can be obtained by a \$1.00 annual subscription from the American Labor Education Service, 1776 Broadway, New York 19, N.Y.

In mimeographed form, the Guide gives paragraph run-downs on various pam-

phlets, leaflets, reprints, posters and sound films in the field of labor and international affairs, labor education, and other allied fields, and also tells where you can get them.



IF YOU'RE further interested in learning the most feasible and effective methods of advancing liberal education for workers, there's some up-to-date material in a recently published book by Joseph Mire, executive secretary of the Inter-University Labor Education Committee. The paper-covered volume, *Labor Education*, is free upon request to Mire at 1303 University Ave., Madison, Wis.

The study was financed by a grant from the Fund for Adult Education. It presents an inventory of the most pressing needs existing in labor education, an evaluative and up-to-date account of past and present efforts and approaches to meet these needs, both by unions and non-labor agencies, and recommendations designed to bring about a significant expansion of the scope and volume of workers' education.



THIE BLOOMINGTON (Ill.) Federation of Teachers, Local 276, points with pride in two directions. Looking backward over the 1955-56 school year, a concerted drive practically tripled the membership from 23 to 67, and satisfactory salary increases were obtained.

Looking forward to a successful 1956-57 school year, members are benefiting by pay raises. Their contract covers the following salary schedule: \$3,500 to \$5,000 in 15 years for B.A. teachers, and \$3,700 to \$5,500 in 18 years, for those with M.A. degrees.

To offset agitation by outside interests who are beating the drums on behalf of a merit rating system of pay, James C. Hostetler, Local president, sent a detailed and dynamic letter which was published in Bloomington's Daily Pantograph, explaining point by point why the so-called merit system is neither new, democratic, fair or feasible.



RONALD S. CLARKE of Newton, New South Wales, an honorary member of Minneapolis (Minn.) Federation of Men Teachers, Local 238, during the year he taught there as an exchange teacher from Australia, wrote to Charles J. Lobdell, Local president:

"I have asked our Teachers' Federation of New South Wales to send your Fed-



American Federation of Teachers leader heard over Radio Free Europe: R. Joseph Bruder, past president of the Newark (N. J.) Teachers Union, Local 481 (center) snapped while touring the Near East and Western Europe, in a roundtable discussion with labor and youth program editors in Munich, over the anti-Communist network that broadcasts to Soviet dominated Eastern Europe. Also on panel, from left, are Radio Free Europe Editors Mrs. Alexandra Stypulkowska, Poland; Elias Zdenek, Czechoslovakia; Edward Motaș, Rumania, and József Kókay, Hungary.

eration a copy of our News Bulletin regularly, for you to glance at the things that concern us, and maybe find consolation in the thought that there are just as many worries 'down under' for some 600,000 children and 16,000 teachers of New South Wales. A shortage of trained teachers, over-crowded classrooms, deterioration of buildings, inadequate salaries and equipment, and school discipline are our main problems."



SCHOOL Supt. Mark C. Schinnerer told a City Club Forum audience in Cleveland, recently, that the "percentage of error in the evaluation of teachers for merit pay would be so large that the plan's effectiveness would be destroyed."

Schinnerer added that any school system attempting to install such a plan would be forced either to abandon much of its efforts for the improvement of instruction and materials, or double the administrative and supervisory staff.



MRS. ELISABETH Holmes, an active teacher-unionist, and member of the Milwaukee school board since 1949, is the board's new president. A former president of the Milwaukee Teachers Union, Local 252, Mrs. Holmes was also at one-time a vice-president of the Wisconsin

Federation of Teachers, and delegate to the Milwaukee Federated Trades Council.



THE FIRST Doctor Derry award for social leadership, given by the Marygrove College Alumnae association, went to Ruth Gerbig, a former member of the executive board of the Detroit Federation of Teachers, Local 231, who has continued active in the union over the years.

Miss Gerbig, a junior high school English teacher, is president and co-founder of the Van Antwerp Catholic library in the Motor City, and was first DFT's blood bank. She is currently a member of the executive board of the Detroit Federation of Teachers, Local 231, and continues active in the union over the years.



HERE ARE THREE recent decisions by state supreme courts, telling members of the teaching profession what they may or may not do under the laws of their states.

The Montana supreme court decided that a superintendent may not fire a teacher because "he fails to cooperate

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or does not obey the superintendent's rules;" that a school executive can remove a teacher only for cause specifically stated in their contract or in the state's laws.

The Florida supreme court said a teacher may take an active part in a political campaign as other persons do, but such activity must be carried on outside school hours of any regular school day.

And from the New York supreme court, comes the following: A teacher appointed temporarily to act as department head is not entitled to the higher salary of the new position.



HOWARD AKER of Milwaukee Teachers Union, Local 252, and vice-president of the Wisconsin Federation of Teachers, will represent the State Federation for the next two years on the University of Wisconsin school of education advisory council.

The appointment of Aker, director of research and inservice training in the Milwaukee public schools, was announced by Dean Lindley J. Stiles, head of the university's school of education.



Mr. Aker

Janice Fink

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through. And he thinks: Now or never. Horatius, hold that bridge.

Political parties may succeed on middle-of-the-road policies. Students of human nature may be able to discriminate between various shades of grey. Alone among flora and fauna, an educational theory is either lily white or jet. It is never in between. If you would find moderation, slip into the lowly classroom when the doors are shut and the visitors gone. For Greek may meet Greek, but educational theories only pass each other, going up or coming down.

This is why there is something bracing about the atmosphere of the schools.

ALL THIS soul searching, it occurs to me, may appear sordid or absurd or trivial to those outside the magic academic circle. Never mind. My colleagues, those homespun intellectuals, will understand. Intellectuals? Of course. The infantry. And if this seems proud rather than suitably humble, let me admit at once that the other branches look more romantic.

They don't get as dusty and they never seem to plod.

The TASK AHEAD in America's Colleges



DR. HENRY

THOUSANDS are on the march to the campus of the future. We must prepare for them!

The decision made over the decades by the American people, to establish private colleges and build the state university system, added to the more recent developments of municipal universities, represented the acceptance of the ideal of making higher education available to all who could profit from it. That decision was of heroic proportions and its full import has not yet been realized.

Now is not the time to alter our goals because we have more people to serve. Higher education enrollments have doubled three times in the last 50 years, and we can make provision for their doubling again, if there is popular conviction as to its importance, and imagination enough in method and adaptation. Doubt as to an expanding role for education in the presence of an expanding America, is a retreat from a position of confidence in the essence of democracy, itself.

In considering policies for meeting the load ahead, much emphasis has been given to the relationship of higher education to the economic strength and military security of the nation, and the importance of keeping our system ahead of the new steps in education taken by the Russians. Our basic strength, in the past, however, has not come from negativeness or fears of others, but from the positive belief in equality of opportunity and in individual freedom.

This individual freedom is meaningful only if we make sure that every youth has a chance to develop according to his talents and his intellectual and emotional horizons. Without that opportunity, we would lose our sense of adventure, our aspiration for an improved society, our faith in individual freedom, itself. We would go down the road of cynicism, content

By DR. DAVID D. HENRY*

ourselves with the conservation of what we have, with security as our watchword, and mediocrity, our standard.

A MEASURE of the planning needed may be illustrated by the prospective enrollment at the University of Illinois. Where there are now about 24,000 full-time students on all campuses, in 1965 we shall have between 30,000 and 35,000, if we are prepared to receive them.

In Illinois, during 1954, there were 83,000 full-time college students. If the trends of the past prevail, in 1965 there will be 150,000 students, an increase of 62,000 in 11 years, or approximately 70 per cent. And 1965 is but midway in the known growth curve of college population!

Sometimes we hear the statistically-minded ask, "Can we afford to educate so many?" And we respond, *How can we not afford it?* Looking at the total resources of our nation, at the percentage of total income spent on education, at a comparison of amounts spent in education with other expenditures on which the American public puts a premium, we need not shirk from the effort to meet the needs for that which is at the heart of our economy.

Others ask, *Will we educate too many?* On the contrary. In the years ahead, the population will bulge at the extremes. Trained people will be in short supply, and the present proportion of able people going to college now and in the future, can hardly meet the demand.

Another question asked is: *Are we wasting resources on those who cannot profit from advanced learning?* This problem is receiving serious assessment. Education can and is trying to improve its methods, policies and organization, but we must not permit discussion on this point to alter our definition of need or interfere with

the necessity of getting the job done.

BECAUSE there has been an increase in population which promises to bring prosperity to all parts of American life, we must not accept that our people are willing to reduce the flow of benefits from higher education into American life, just because the task has become larger.

Let us assume that America will not accept a philosophy of dividing up what educational service it has, instead of creating more, or in developing only those areas of instruction that seem to be in competition with a potential military enemy. Educated men and women are America's chief resource, and the people will have the wisdom to develop it, if they understand the issues.

The remarkable growth in the record of private giving to higher education, the formal declarations of organized business and organized labor, the increased attention to discussions of the problems of higher education, are all hopeful signs that the climate of public opinion basic to adequate support, will develop in time to enable the colleges and universities to meet their new obligations and new opportunities.

It is a continuing task in interpretation to make sure that citizens do not take the narrow view that the welfare of universities and colleges is of concern to them only when their children are enrolled, or when the supply of trained personnel for their business is affected. The welfare, quality, integrity and achievement of higher education are part of the heritage which we must hold for all of those who in the future, will have need for its services. Adults are not alone managers of the present, but trustees of tomorrow.

EVEN for those who do not attend, the college opportunity must be available, so that the decision not to

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*President, University of Illinois. Excerpts from his address at a regional conference luncheon of the American Association of University Women, in Chicago, Ill.

For Morale, Pat on the Back Helps Teachers, Too

By OLIVER F. JOHNSON★

TEACHERS can be motivated to recruit, to teach with more confidence and to be better and happier people. How? By giving them credit and praise for work accomplished, by giving them the feeling of being included and of being important to their educational system and themselves.

This does not mean that the need for higher pay is secondary. But there has been an undervaluation of these other needs, which teachers feel they cannot stress without *losing face*.

An interesting lesson can be drawn from a survey recently conducted by a large California company, in an effort to better understand their employees and insure their happiness on the job. Supervisors and managers numbered *pay* as the factor they thought employees considered the most important.

But the employees ranked *pay* as fifth, and said the factors-most important to them were credit or praise for work done, the feeling that they are *in* on what is going on, and are important as individuals and members of the company. The opinion of management had been formed from grievances previously presented by the employees. Then why this great discrepancy in the replies to the survey? The answer is obvious.

WHAT MAN with normal ego would demand praise or credit for his work—would say he is being left out and wanted to be included in what is going on—would ask if he were important to the company? Yet how many men leave these things unsaid while they are complaining about their pay?

Since teachers are employees, it can be assumed there is a parallel here. Would a survey of teachers reveal the

same basic motivations, the need for reward, praise, credit and ego satisfaction? It is difficult to believe that teachers are immune to such feelings, and that these are not the hidden reasons that prevent many teachers from guiding their most able and well adjusted students into the teaching field.

Principals and administrators are increasingly being forced to assume the role of employer, with emphasis on personnel relations. But meetings, teas and parties are a sad substitute for techniques that should be used to create good employer-employee relationships.

Conscientious administrators could develop an excellent program from some of the following ideas, remembering that sincere praise is a bountiful commodity which can be spread throughout the school system. They can become aware of the extra time, work and effort that teachers are expending without reward. And, as good

employers in industry do, they should know when praise and credit are needed most.

The teacher should be informed of new developments affecting his school system, before they are revealed to any other group, including the public. This would include new or altered plans, personnel changes, current problems, new techniques, and anything else important to the school system. And the teacher should be made to feel important to both the system and himself.

THE TEACHER'S importance in the eyes of the community is diminishing. No longer is he looked upon as the center of culture and the well of knowledge. Even the question of whether he belongs to a profession becomes debatable. But there are many ways of making a teacher feel he is important, and that the school system thinks so, too.

It means much to have a private parking place, an attractive smoking lounge with desk space and coffee facilities, a comfortable lunchroom with special cafeteria line . . . More teaching aids purchased and made available for immediate use . . . A time and motion expert to eliminate the unnecessary clerical work that occupies so much time . . . Methods of eliminating extra unnecessary duties and reducing meetings to a minimum.

With a little thought, any competent administration can increase these suggestions threefold. And with the teacher stimulated by recognition, credit and praise, he will be motivated to recruit, and to teach with greater happiness and confidence.

Child Welfare Trends in 110 Communities, an A. F. of T. Survey

NATIONAL trends in the field of child care as the teacher sees them, at the levels of the pre-schooler, the kindergarten group, and the juvenile delinquent, are evaluated in a study made recently by the American Federation of Teachers' child care committee.

From questionnaires covering the subject sent to A.F. of T. Locals nation-wide, 48 of 110 replies came from industrial communities, 30 from residential areas, five from commercial, two from rural, and 25 from

areas that combine these classifications.

Mary C. McKeough of Pawtucket (R.I.) Teachers Alliance, Local 930, and chairman of the child care committee, points up these factors in the report:

In 86 communities, the number of mothers working outside the home is large or growing so, but in only a few of the localities, does the public school system provide nursery schools for pre-school children. In most cases,

*Editor, Long Beach Teacher, publication of the new Long Beach Federation of Teachers, Local 1263.

private nursery schools are available at moderate cost. Twenty towns had no nursery schools and in 60 others, the number was insufficient to meet the need. Such services as health clinics, supervised play areas, and programs for handicapped children are found in more than half of the communities heard from. Only seven of the Locals questioned said they took part in any program for the preschool child.

The public school systems provide more services for the kindergarten child, the report reveals, except in rural areas. There are regularly established kindergarten classes in 91 of the communities, although 20 of them offer inadequate facilities. Since World War II, the survey report adds, the trend has been toward an increase in kindergartens, although entrance requirements vary, according to space restrictions.

On juvenile delinquency, most A.F. of T. Locals reported it as a growing problem, while 11 termed it a lessening one, and seven said it was no problem at all. The identity of juveniles who get into trouble is usually concealed by the press and the juvenile court, the survey showed.

The questionnaires also reveal that

most local governments sponsor recreational programs to combat delinquency, while just about every community has several national organizations handling the same thing.

Less than half of the Locals reporting, are working in the field of juvenile delinquency, because, as one explained, "It takes all our time to take care of 'in-school' problems."

Members of the child care committee who collaborated on the survey, are Rita F. Clark and Elizabeth M. Kelly, also of Local 930; Mary C. Campbell, *Providence (R.I.) Teachers Union*, Local 958; and Margaret McGill, *Woonsocket (R.I.) Teachers Guild*, Local 951.

Task in Colleges

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attend is a free choice, rather than one of economic selection or limited alternatives. Whether or not the child of today takes advantage of the opportunity of tomorrow, the existence of that opportunity is a major influence upon his own life, his attitudes, hopes and aspirations. It is a symbol of the public concern for the welfare of the individual, and an index to the hope that he, too, may learn how to grow

and to develop and prepare for any task for which he is capable.

In providing social mobility, education keeps alive the aspirations of every person that he and his children will have an opportunity to improve their lot. Democracy does not promise that there will be no economic or cultural dividing lines. But it does promise that everyone has a chance to cross such lines if he has the will and ability to do so. Schools are the symbol of that tradition, for they are the means for continuing individual improvement. And the colleges and universities, too, are a vital part of that tradition.

There is no more rewarding experience than to see a youngster grow, or a program develop which will produce untold blessings in human values for endless years to come. That is why the university is the fulfillment of the aspirations and services of so many men and women, and why its mission is felt to be beyond the call of any one generation.

That mission is a commanding one because from it, people live fuller, richer, and more important lives. The university is the symbol of *The best that has been thought and said in the world*. Something of its inherent goodness is reflected upon each of us who has the opportunity to serve.

Minneapolis Credit Union Serves Teachers Increasingly

THE MINNEAPOLIS Federation of Teachers Credit Union now serves members of the Minneapolis Federation of Men Teachers, Local 238, and Federation of Women Teachers, Local 59, with more than \$113,500 outstanding in loans. The ability to give such help resulted from a move made in March, 1953, when the Credit Union's board of directors decided to abolish all limits on amounts members could deposit in share holdings, adopted life savings insurance, and publicized loan protection insurance.

The board also started a systematic educational program to acquaint union teachers with such advantages as individual life insurance and home protection policies at a substantial saving. The entire result was not only a rapidly increasing membership, but the



Mr. Lindman
and publicized loan protection insurance.

loans exceeding the \$100,000 mark.

The Credit Union, chartered in 1939, remained a small one for more than 14 years, with share capital under \$25,000. But during periods after World War II, said its secretary-treasurer, Arthur C. Lindman, the organization did outstanding work in making loans to teachers, even though these were limited because of the small amount of assets. For several years, he added, the loans were subsidized by the unions, themselves.

Then, the 1953 move materialized, taking a more dynamic approach, with the aforementioned membership increase and great expansion in loans.

Lindman said that dividends were paid at the rate of 3½ percent on the first thousand and 4.28 percent on excess over that, and on which insurance did not apply.

"Because the board of directors felt that service to Federation teachers was the primary aim of the credit union," declared Lindman, "a study was made of lending practices of various sources of credit to teachers."

"As a result," he continued, "the

loan rates were set at ¾ percent per month on the unpaid balance up to a month's salary when unsecured. With security or co-signer, it was lowered to ½ percent up to \$1,000, and over that amount secured, it was dropped further to ½ percent.

Lindman said servicing of emergencies also has been emphasized, particularly during the summer months, holidays, and evenings, and in addition, permission was obtained from state authorities to allow teachers to omit principal payments during July and August, because these are their payless months.

"The board has always felt that Federation teachers were a selected risk," Lindman explained, "because their salaries are public, their employment relatively secure, and consequently these factors justify more favorable consideration.

"Although our experience has justified this policy," he concluded, "the board feels that the job of educating union teachers in practical economics has just begun."

New Books

Of Interest To Teachers

THE THREE R's PLUS, What today's schools are trying to do—and why. 392 pages. Edited by Robert H. Beck, Professor of the history and philosophy of education, University of Minnesota. University of Minnesota Press, Minneapolis 14, Minn., publisher. \$5.00.

Thirty-one experts in various areas of education contribute chapters about their particular fields. They explain their positions and practices to a world resounding with charges of educational malpractice, so that decisions can be made in the light of full information. The chapters are arranged in sections on changed and changing conceptions, subjects and services, and issues of interest. The book explains modern educational philosophy and describes the methods of teaching as applied to specific subject fields, that are based on these theories. The final section discusses such controversial problems as the financial support of the schools, and the role of religion in the public schools.

MATURITY IN READING, Its Nature and Appraisal, 273 pages. By William S. Gray, professor emeritus of education and director of research in reading, and Bernice Rogers, research associate in reading, University of Chicago. The University of Chicago Press, 5750 Ellis Ave., Chicago 37, Ill., publisher. \$5.00.

Because the achievement of maturity in reading is one of the most basic and compelling intellectual problems of our time, the authors attempt to define the characteristics of the mature reader and establish a scale for the appraisal of reading maturity. Examination of the reading behavior of adults is made as an integral part of total personality.

The authors offer selected cases, revealing the wide range of adult reading behavior, from the apathetic incompetence of a non-verbal receiving clerk to the masterful skill of a news analyst. The cases are intended to show the great complexity of cultural and environmental factors which influence reading behavior today.

THE DOMAIN OF THE FACULTY IN OUR EXPANDING COLLEGES, 204 pages. By John S. Diekhoff, professor of education and director, Office of Institutional Research, Hunter College. Harper & Bros., 49 East 33rd St., New York 16, N.Y. \$3.00.

This book presents proposals for reexamining the personnel policies and programs of our colleges. It gives answers to the questions: In these days of ever-mounting enrollments, how can our colleges maintain their educational standards, enhance the competence of their faculties, and meet the growing pressures for adult education?

Prof. Diekhoff discusses the relationship between teacher and student from the standpoint that teaching is a cooperative enterprise rather than a personal and individual role. He emphasizes the teacher's need of community respect for the job he is doing, realistic and adequate salary scales, and more academic freedom. Problems of the evening college are analyzed, with suggested plans for revision of curriculum.

ADVENTURES IN MODERN LITERATURE, 690 pages, illustrated. Collected by Robert Freier, Dept. of English, Edwin Denby high school, Detroit, Mich.; Arnold Leslie Lazarus, Dept. of English, Santa Monica schools, Santa Monica, Calif.; Herbert Potell, Dept. of English, New Utrecht high school, Brooklyn, N.Y. Harcourt Brace & Co., 383 Madison Ave., New York 17, N.Y., publisher. \$4.12.

Most of the authors whose works are collected in this volume are well-known in their specific fields of writing, and some, are world-famous. Included in the modern fiction section are stories of youth, suspense, humor, people under pressure, science fiction and fantasy. Other sections cover biography, modern poetry, light verse, modern essays and drama. The collection is presented with the idea that reading good fiction is not just to escape from our surroundings, but has the value of letting us examine our own lives and little worlds from different viewpoints. The book has a

vocabulary development program, and explanatory introductions on writing techniques for each section.

EDUCATIONAL PSYCHOLOGY IN THE CLASSROOM, 521 pages, illustrated. By Henry Clay Lindgren, professor of psychology, San Francisco State College. John Wiley & Sons, Inc., 440 Fourth Ave., New York 16, N.Y., publisher. \$5.00.

The role of the classroom teacher in the learning situation is the main focus of this book. Research findings of psychology and the other behavioral sciences are brought to bear upon the everyday problems faced by teachers in their essential task of helping students to learn. Dr. Lindgren covers such topics as self-concept, emotional maturity, the role of attitudes in learning, psychological needs, anxiety, emotional climate and developmental tasks. In discussing discipline, he emphasizes the importance of 'task-oriented discipline' as a factor that helps to facilitate learning.

ALLIED ACTIVITIES IN THE SECONDARY SCHOOLS, 357 pages, illustrated. By Louis R. Kilzer, director, division of educational services, University of Wyoming; Harold H. Stephenson, chairman, division of teacher education, Sacramento State College; H. Orville Nordberg, Coordinator of secondary education, Sacramento State College. Harper & Bros., 49 E. 33rd St., New York 16, N.Y., publisher. \$4.50.

This new addition to Harper's exploration series in education points out that when the curriculum is considered to be "all the activities of the learner under the direction and supervision of the school," allied activities become an important part of the school's offering.

Those discussed include homeroom, assembly, clubs and secret societies, athletics, music and drama, journalism, social affairs, and participation in school government. Historical and philosophical backgrounds of each are sketched, and problems of limiting or increasing pupil participation are dealt with.

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